

Texas Education Agency
Standard Application System (SAS)

COPY

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:40 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	
<u>Schedule #1—General Information</u>		

Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Aransas County Independent School District		004901	N/A
Vendor ID #	ESC Region #	DUNS #	
	2	842953809	
Mailing address		City	State ZIP Code
1700 Omohundro		Rockport	TX 78382-
Primary Contact			
First name	M.I.	Last name	Title
Joseph		Patek	Superintendent
Telephone #	Email address		FAX #
361-790-2212	jpatek@acisd.org		361-790-2077
Secondary Contact			
First name	M.I.	Last name	Title
Suzane		Ransleben	Director of Grant Foundation
Telephone #	Email address		FAX #
361-790-2212	sransleben@acisd.org		361-790-2077
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Joseph		Patek	Superintendent
Telephone #	Email address		FAX #
361-790-2212	jpatek@acisd.org		361-790-2077
Signature (blue ink preferred)			

Date signed

Joseph Patek

4/25/18

Only the legally responsible party may sign this application.



STRONG
ACISD & PAISD

701-18-111-045

Schedule #1—General Information

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 004901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	004901	Joseph Patek	361-790-2212	\$1,097,208
	Aransas County ISD		jpatek@acisd.org	
Member Districts				
2.	178908	Sharon McKinney	361-749-1200 ext. 205	\$352,792
	Port Aransas ISD		mckinney@paisd.net	
Grand total:				\$1,450,000

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$N/A	\$ N/A	\$ N/A	\$ N/A
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
7.	Total direct costs:					
8.	Indirect cost (%):					
9.	Total costs:					

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **004901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aransas County and Port Aransas Recovery: Hurricane Harvey was a Category 4 storm that hit Texas on August 25, 2017. It caused \$125 billion in damage according to the National Hurricane Center. That's more than any other natural disaster in U.S history except Hurricane Katrina. Texas Governor Greg Abbott needed more than \$125 billion in federal relief. It affected 13 million people from Texas through Louisiana, Mississippi, Tennessee, and Kentucky. Hurricane Harvey killed 88 people and damaged 203,000 homes, of which 12,700 were destroyed. Aransas County and Port Aransas saw the full brunt of Hurricane Harvey's devastation.



"The damage and recovery is tremendous with loss in facilities, personnel and student transfers to other schools that included \$53 million dollars in school damages. Many of the resources were not covered by insurance so ACISD and PAISD are attempting to receive grant funding to supplement losses in regular school day services with after school services and support" -**Joseph Patek, ACISD Superintendent**. *"It was difficult to ask for ACE letters of support from business and community organizations that are also trying to recover. Some of our own staff and board members are still trying to come home!"* - **Sharon McKinney, PAISD Superintendent**

Rockport and Port Aransas ISD joined together to form a unified Community Advisory Council to design and discuss **Project STRONG (School Teachers Responding to Operational Needs and Gaps)** for a combined total population of 12,246 in Aransas and Nueces County, Texas. **STRONG 's** need for the program is found in the devastated schools where libraries, media and school equipment is at a loss while working families residing need holistic support in restoring quality educational services for their families. **STRONG Afterschool Centers on Education (ACE)** will embrace the following myriad of effective cohesive ACE educational goals, strategies and resources to spur higher educational success for **1,520 students and 760 Parents at 8 Campuses to include;**

- **Academic Performance:** ACE will provide embedded learning activities that make learning engaging, fun and different from regular school days. This will include tutoring, home work assistance, college mentoring, remedial development, and grade and credit recovery. Embedded STEM learning classes such as Cooking, Robotics, Rocketry, LEGOs, Architecture, Journalism, Business, Horticulture, College Prep and summer Career Cluster Camps In fact, studies have shown that, when young people attend high quality programs on a regular basis, improvement occurs in a variety of academic outcomes, including attendance, discipline referrals, achievement tests, and grades (Auger, Pierce, & Vandell, 2013; Kauh, 2011; Miller, 2003; Naftzger, Manzeske, Nistler, & Swanlund, 2013).
- **School Day Attendance:** ACE will infuse motivational enrichment and learning through activities such as Chess, Dance, Teen Chats, Crafts, Art, Drama, Music, Community Service Learning (CSL), Career Planning, Workforce development, College prep and activities that provide positive social, cultural, recreational, interpersonal skills, and health and wellness experiences to enrich and expand an understanding of life outside of poverty.
- **Positive Behavior:** ACE will ensure an American Dream Model to infuse positive educational behavior for a successful college and career. Family services will include support for wellness, life and parenting activities for college readiness participation. After school programs can have an effect on social and emotional outcomes as well, particularly when the programs are focused explicitly on developing those skills (Durlak & Weissberg, 2007).
- **Grade Promotion Rates:** ACE will not only target grade promotion rates with College and Career preparation activities to provide grade promotion mentors, college readiness workshops, Wall of Fame, Alumni Support, Positive Peer Pressure (PPP) and Positive Behavioral Intervention Strategies (PBIS) . Significant yearly academic differences were found in non-ace students indicating positive support in grade promotions (Ramirez, 2014).

STRONG follows the Critical Success Model developed by the TEA Blueprint for an effective afterschool program to implement programming with intentionality that is grounded in research based strategies in order to improve: Community support for Family Honor Code targeting Maslow's Transcendence need for service learning; College Outreach support to include designated work-study students with a centralized Go Centers; K-12 summer camps with bridge programs at local colleges to enhance Early College High School (ECHS) credits; Master Educators that are well trained in poverty, parent engagement, mentoring and role modeling; Year round tutoring to include after school, summer and late night hours to include online chalkboards; Community Service projects for campus edifications, community cleanup, parks and business support; Adult courses to include ESL, GED, Computers, Parenting, and Wellness for entire campus community; District-wide cultural and collegiate tours to local, state and national campuses; District-wide comprehensive and sequential college completion and parent training workshops; College financing support for all students specifically families recovering from storm damages; K-12 after school services for technology, wellness, mentoring, tutoring, fine arts, chess and sports; Comprehensive mentoring with teachers, college students, alumni graduates.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 004901			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,144,902	\$72,500	\$1,144,902
Schedule #8	Professional and Contracted Services (6200)	6200	\$116,000	\$ 0	\$116,000
Schedule #9	Supplies and Materials (6300)	6300	\$79,676	\$ 0	\$79,676
Schedule #10	Other Operating Costs (6400)	6400	\$36,922	\$ 0	\$36,922
Schedule #11	Capital Outlay (6600)	6600	\$ 0	\$ 0	\$ 0
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,377,500	\$ 0	\$1,377,500
ACE 5% ACISD/PAISD (1.820%) <u>indirect costs</u> (see note):				\$72,500	\$72,500
Grand total of budgeted costs (add all entries in each column):			\$1,377,500	\$72,500	\$1,450,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$ N/A	\$ N/A	\$ N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,450,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$72,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 004901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project Director (required)	1		\$ 65,000
5 Site coordinators (required) \$45,000/site	8		\$360,000
6 Family engagement Specialist (required) CIS Contracted position for sustainable partnerships. See 6200 1 FTE @ \$50,000	1		\$0
7 Secretary/administrative assistant	1		\$18,000
8 Data entry clerks 1/site @ 1/Hr/day Inkind		8	\$ inkind
9 Grant accountant/bookkeeper (inkind Admin cost)		1	\$ inkind
10 Evaluator/evaluation specialist (inkind)		1	\$ inkind
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$ 443,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay (56 Certified ACISD/PAISD Teachers will serve Embedded Academics for 1,520 students @ \$30/hr. M-F with 8 hours weekly at 8 sites. DMCC and TAMUCC Workstudy College Students will provide tutoring and support with federal funding while both colleges will also provide Contractual Academic and Workforce Certification courses for Fall/Spring and Summer for both students and adults (see 6200))		\$585,600
25 6121	Support staff extra-duty pay (ACISD/PAISD will serve ACE with PEIMS data entry to assist staffing with daily entries into ACE database to include Custodians and Cafeteria support)		\$ inkind
26 6140	Employee benefits (calculated at PTE @ .07%/.17% FTE benefits)		\$116,302
27	Subtotal substitute, extra-duty, benefits costs		\$701,902
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,144,902

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 004901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	ACE Teachers Workstudy Students (Workstudy Contracts pending awards)	inkind
2	DMCC Contracted Services- @ \$ \$2,187 /(7) campus except RHS@ \$2,195 for \$17,504	\$17,504
3	ESC 2/WFS Adult Continuing Education Services with WFS Certifications for pre-med Industry Clusters and Tutor Training	\$7,000
4	Communities In Schools Family Engagment Specialist (required) includes benefits	\$50,000
5	Region ESC 2 - Family Worskshops, PD, College Outreach and Summer Support External Evaluation	\$24,000
6	TAMUC Contracted P - 16 Outreach Services @ \$ \$2,187/campus Fall and Spring and summer per campus for \$17,504/ yr. STEAM Camps	\$17,504
b. Subtotal of professional and contracted services:		\$116,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$116,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>	
County-District Number or Vendor ID: 004901	
Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval: Administrative Supplies @ \$8,528/yr. 1 only Coordinator Office Supplies \$937/campus \$941 for RHS @ \$7,500/ yr. Instructional Teaching Supplies \$4,680/campus for \$37,440/yr. Sport/Fine Arts/enrichment Supplies \$2,000/campus @ \$16,000/yr. Director desktop Comp \$1,008 Coordinator Computers \$1,000/each for \$8,000 w/ Inkind all Office Supplies campus inkind Software by ACISD/PAISD) Laser printer (inkind) Special Events (Monthly forums, internal training) \$150/ campus for \$1,200/ yr. for Parent Engagment and Support of College Bound Training	\$79,676
Grand total:	\$79,676

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 004901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400 — Other operating costs that do not require specific approval: National Conference (Summer Institute)/State (Austin) and Regional Conference Travel Miles # of staff # of Day Cost Air Fare/mileage Air Fare/mileage Meal cost Lodging Total 1-3 \$250 \$850 \$288 \$534 \$1,922 Local Mileage - ACE 1,217 miles for 8 SC @ 0.5650/ mile \$ 2,000 Local Mileage - ACE 1,217 miles for 1 Director @ 0.5650/ mile \$500 Campus College tours \$30,000 total \$2,000/campus except HS/MS parent food/incentives for low income parents \$250/ campus except Academy @ \$250 for total \$2,500		\$36,922
Grand total:		\$36,922

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 004901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$ 0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division

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Schedule #14—Management Plan					
County-district number or vendor ID: 004901				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	STRONG Project Director	Key Qualifications: MS/MA Degree. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: ACE Training, Bilingual.			
2.	STRONG Site Coordinator(s)	Key Qualifications: MS Preferred; BA or BS required 2 - 4 Yrs. with after school programs, Teaching Background, Bilingual or Spanish Training. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Requested Certifications: Community Training, Bilingual			
3.	STRONG Family Engagement Specialist	Key Qualifications: (2 yrs ASP site coordinator and 5 yrs ACE Director), Teaching and Principal Background, Bilingual. Experience: Community Oriented, Similar background of target group, former ACE experience, educator, College networks, school Training, Adult Education Background, Technology Proficient. Certifications: Mid Management Certification, Parenting Certification, Community Training.			
4.	Evaluator UTRGV Professor-Dr. Noe Ramirez	Dr. Ramirez Qualifications: Doctorate- 32 Yrs. Experience in Program Evaluation, Teaching Background, Bilingual or Spanish Training, Grant Experience. Educator, College networks, School Trainer, Adult Education Background, University Professor, Current ACE Evaluator (4 ACE Projects). (See Appendix for Full Evaluation Resume/Plan)			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	STRONG Hiring and Awareness Campaign	1.	Ads will run for grant staff and general program supplies and marketing campaign begins	08/01/2018	10/1/2018
		2.	Development of program brochures/flyers	08/01/2018	10/1/2018
		3.	Staff hired and trained/ Receive C & I Materials	08/01/2018	10/1/2018
		4.	The 21st CCLC is integrated into the CIP/DIP yearly modifications to start building coordinated efforts	08/01/2018	07/31/2019
		5.	ACE awareness and program offerings featured in the start of year staff development	08/01/2018	07/31/2019
2.	STRONG Schedules and Operations	1.	Transportation plan/secure spaces, security	08/01/2018	07/31/2019
		2.	Conduct regular year ACE/Staff Mtgs for CIP	08/01/2018	07/31/2019
		3.	Student and parent handbooks disseminated	09/01/2018	05/31/2018
		4.	Schedules and operations commence at all sites	09/01/2018	07/31/2019
		5.	Staff trained on dismissal policy, hiring process and purchasing orders	09/01/2018	07/31/2019
3.	STRONG Services and Monitoring	1.	Student enrollment achieved /services of HQ	09/01/2018	07/31/2019
		2.	Conduct Summer ACE/ Focus on FES activities	08/01/2018	07/31/2019
		3.	Spring term of 21 CCLC program benefits	01/01/2019	05/31/2018
		4.	Fall term of 21 CCLC program benefits	09/01/2018	07/31/2019
		5.	Summer term of 21 CCLC program benefits	09/01/2018	07/31/2019
4.	STRONG Evaluation and Improvements	1.	Conduct Summer ACE and Grade Promotions	06/01/2019	07/31/2019
		2.	Complete External Evaluations and Review Report	06/01/2019	07/31/2019
		3.	Submit Required APR and 2018 Targets	06/01/2019	07/31/2019
		4.	Monitor, measure and track all data	06/01/2019	07/31/2019
		5.	External Evaluator visits and reports	07/01/2019	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **004901**

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACISD conducted a comprehensive 21st CCLC Campus Needs Assessment (CNA) process to identify the priority needs and service gaps of students, families, and the campus. Campuses also did resource planning for specific classes, teachers and resources currently available for ACE utilizing the required program planning forms as a guide to anticipated services and needs. Disaggregated STAAR data and Campus Improvement Plans (CIP) were analyzed to create responsive and customized academic and enrichment courses that would benefit key student groups. ACISD met with Site Based Decision Making Teams (SBDM);



STRONG Community Advisory Council (CAC) design team meetings (pictured above) and held a final community awareness planning meeting to ensure that all community members had a chance to review the design of the grant and to establish memorandums of agreements. Each campus used an ACE CNA Inventory Blueprint (Appendix 4).

- **Step Process One: Identify the Purpose and Outcomes** - The Superintendent assembled a team to initiate the CNA development process at ACISD. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest data sets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CNA which was led by the Superintendent. Quality and experienced ACE external consultants were included to guide toward an effective design that will meet the goals and objectives of the ACE grant requirements.
- **Step Process Two: Establish Committees for Each CNA Area** - Committees were formed to examine ACE 4 CSF Behaviors, Performance Indicators, Milestones, and Indicator Measures. Each principal selected campus leaders to facilitate A.) CNA, B.) Strategies for Outreach and Community Involvement, C.) Program Strategies and Activities from Promising ACE practices. These findings were later shared (Step Four) with the Community.
- **Step Process Three: Determine Types of Data Sources to examine** - ACISD outcomes and responses were reviewed for which particular items require data based measures. Because campus staff was asked to bring the latest data sets pertinent to their position to the meeting, data sources were able to be reviewed on the spot. A list of data sources not available at the meeting was created and the missing sources were then assigned for retrieval to corresponding staff members. The data sources identified in *Part 1: CNA Section B* specifically match's data sets required for the CNA within its corresponding CNA Areas of Focus (see chart below).
- **Step Process Four: Determine Areas of Priority and Summarize Needs** - During Step Two, groups were asked to brainstorm and to chart their responses. In this Step, the small groups were asked to settle their findings by consolidating similar notions and then asked to identify the top three needs in their respective area of focus; these findings were presented to the larger group. Large group discussion of the findings led to the development of a prioritization of campus/district needs with allocated budget amounts. All MOU's were approved.
- **Step Process Five: Connect CNA to CIP and ACE Grant Guidelines** - Summaries of the findings were used in the development of this proposal and will be included in the upcoming CIP. The needs determined were assigned quantifiable descriptions when applicable (e.g., percentages, numbers) to describe the campus and the demographic makeup of the community. The strengths that the campus has in place were also described as to identify potential and modeling opportunity for weaker areas. ACE was developed and submitted to TEA.

CSF Key Areas of Focus	Specific Prioritized Needs
Student & Family Engagement	Increase parental support with ACE workforce trainings for school success
School Involvement	Increase campus grades, graduation rates, students leave prior to 12 th grade
High Needs Demographics	Improve Special Ed., LEP & Economically Disadvantaged subpopulations
College and Career Achievement	Increase Math and Writing <ESC ave. 0% SAT, College Credits, 28% Enroll
Retaining HQ & HE teachers	Implement ACE Stipend for sustainability; Filter and incentivize
Curricula & Instruction	Vertical and Horizontal Alignment via a campus cloud with TEKS alignment
School Alignment	CORE integration of STEMS, PD, CIP, ADS Training
Limited Technology for Students	Instant classroom assessment; utilize 1:1 Device; Home to School Lessons

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **004901**

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Priority Points: Several joint partnerships have been created for ACE priority points to include Aransas County ISD, 2 community-based organizations (Community in Schools and Odyssey) and 2 local Institutions of Higher Education (Texas A&M Corpus Christi and Del Mar Community College). ACISD will also rely on local partnerships, state and federal funds to sustain ACE after the funding period ends. The Master Teacher PD Program will sustain for many years beyond the grant cycle as most learned materials will be ongoing experience. The chart below indicates the partnership elements in the ACE grant with emphasis on ongoing, existing efforts that are similar to ACE.

Table 2: Project STRONG College, Workforce and Social Partnership Elements

Effective ACE Leadership Objective	ACE Partnership Elements	Funds
Classroom Walk-through w/ Reflective Practices	Trained community and campus reviewers	local
*Professional Teaching & Learning Campus	ACE Team, Community Support	local
Coaching for ACE Educational Leaders	Graduation/Coding Coaches	partners
Quality ACE Teaching & Learning Objective	ACE Partnership Elements	Funds
Smart Labs for Accelerated Instruction	Labs with online software school to home capabilities	partners
*Teaching Learning Strategies in ASP	HQ ASP core teachers with embedded learning	partners
ACE Culture of Success Objective	ACE Partnership Elements	Funds
Working & Understanding families from poverty	Adult ESL, GED, Parenting and Computer Classes	partners
*Culturally Proficient Schools	Extra-Curricular Services and Community Events	partners
Planning & Implementing Family Literacy Events	CSL, Parenting Classes, Adult Education classes	partners
Parent to Parent Model Training	Parent engagement, input and unified goals	partners
Establish Partnerships with College	College readiness elements and college tours	partners
Effective ACE Processes & Systems Objective	ACE Partnership Elements	Funds
Aligned ACE Roles & Responsibilities	New policies for retaining and recruiting HQ teachers	partners
Coordinated Campus Improvement Plans	Effective CIP, DIP and ACE Teams	partners
*School-wide Positive Behavior Support	Creating Campus Incentives with College tours	partners
Summer Planning and Systems of Support	Creative College Summer Camps for yearly progress	partners
ACISD/PAISDData Driven Decision Making Objective	ACE Partnership Elements	Funds
Testing Accountability & Disaggregation of Data	Early Warning for ACE At Risk Student services	partners
Benchmarking with ACE Best Practices	Classroom Specialized Tutoring (SES) and i-Tutors	Federal
Data Management Mapping: Timely Data	ID Classroom Teacher Weaknesses with ACE tutors	Federal
*Effective Use of the Data Management System	HQ ACE Leadership and CIP Team to include CODE	partners
STRONG Sustainability Objective	ACE Partnership Elements	Funds
CIS Family Engagement Specialist (Contracted)	Family Social Services with experienced workers	local
College Dual Enrollment, Tours, Mentoring	Work-study positions free of charge to ISD	Federal
Workforce Solutions for families	Youth and Adult CATE certification programs	State

*** Indicates ongoing, existing efforts that are similar or related to the planned project**

These include the following organizations; Texas State Aquarium, ESC Region 2, Camp Fire, USA Council on Alcohol & Drug Abuse, Children Youth Development (CYD) Texas Department of Protective and Regulatory Services, college work-studies, parents, business leaders, volunteer teachers, coaches, professors, career speakers, mentors, tutors, scholarship programs & Community clubs, reading partners, RIF, National Honor Society, high school service clubs, community organizations, National Hispanic Institute, GEARUP, STEMS, Talent Search, Upward Bound, churches, Community in Schools, swimming centers, Texas Department of Human Services, local clinics, Medical Centers, medical mobile units, diabetes workshops, free dental/health providers, Planned Parenthood, Community Grant programs, disability services, AARP, Literacy centers, AmeriCorps, Wal-mart, Alumni, County Workforce.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed.

Campus Improvements: Project ACE proposes activities expected to improve student achievement as they incorporate innovative services for both the students and their families that provide academic support specifically to students that need the extra time on task or need a non-traditional format for learning. Each ACE course is unique and appropriate for the level and understanding of the student and can have numerous diversified lesson plans all culminating with raising student achievement through holistic support and hands on learning.



1. **Improving Academic Performance with TEKS specific assignments** that will be coordinated with specific supplementary lesson plan work aligned to the problem areas weakness of at risk students receiving small group support from High Quality ACE teachers and college mentors. ACE will provide embedded learning activities that make learning engaging, fun and different from regular school days. This will include tutoring, home work assistance, college mentoring, remedial development, and grade and credit recovery. Embedded STEM learning classes such as Cooking, Robotics, Rocketry, LEGOs, Architecture, Journalism, Business, Horticulture, College Prep and summer Career Cluster Camps In fact, studies have shown that, when young people attend high quality programs on a regular basis, improvement occurs in a variety of academic outcomes, including attendance, discipline referrals, achievement tests, and grades (Auger, Pierce, & Vandell, 2013; Kauh, 2011; Miller, 2003; Naftzger, Manzeske, Nistler, & Swanlund, 2013).
2. **Increasing Attendance with Embedded Learning** in core areas and to build important self-esteem and help with ATOD peer pressure or other detrimental risk factors for student completion and teen problems. ACE will infuse motivational enrichment and learning through activities such as Chess, Dance, Teen Chats, Crafts, Art, Drama, Music, Community Service Learning (CSL), Career Planning, Workforce development, College prep and activities that provide positive social, cultural, recreational, interpersonal skills, and health and wellness experiences to enrich and expand an understanding of life outside of poverty.
3. **Reducing Discipline Referrals through a Positive ACE** climate of college bound expectations with well-trained university mentors and tutors will help provide positive peer pressure for successful completion. Countering teen problems with juvenile delinquency, parent relationships, peer relationships, conflict resolution, to teen pregnancy will also keep the focus on academic achievement rather than ongoing academic failures. ACE will ensure an American Dream Model to infuse positive educational behavior for a successful college and career. Family services will include support for wellness, life and parenting activities for college readiness participation. ASP can have an effect on social and emotional outcomes particularly when the focus is explicitly on developing skills (Durlak & Weissberg, 2007).
4. **SBR materials** will be available with numerous ACE Educational Resource labs for effective activities that enhance student achievement. PD will occur with the Texas ACE Blueprint and Successful ACE Programs.
5. **Increasing Advancements with Pre/Post testing** in core subject areas with yearly evaluation results for grade achievement to keep the program pertinent to raising academic proficiency with all students. Working closely with other academic programs will ensure that no duplication of efforts will occur and that standardized instruments are used for measuring academic gains across respective grade levels. ACE will not only target grade promotion rates with College and Career preparation activities to provide grade promotion mentors, college readiness workshops, Wall of Fame, Alumni Support, Positive Peer Pressure (PPP) and Positive Behavioral Intervention Strategies (PBIS). Significant academic differences were found in ACE indicating positive support in grade promotions (Ramirez, 2014).

Family Services: ACE incorporates new supplemental innovative services for both the students and their families that need the extra time on task or need a non-traditional format for learning. **Before School** will include Reading Clubs, Homework Club, Open Labs and Chess. **After School and Summer Camps** will include Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. **Weekends** will include CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. **Year Round Services** will include Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Scientifically Based ACE Research: All ACE curricula will use best Scientifically Based Research (SBR) practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students with postsecondary and workforce preparation. Research studies conducted by the respective companies were analyzed and only appropriate vendors were used based on SBR and careful consideration was given to curriculum plans that have a strong alignment with TEKS. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of skills useful in school and in life. (Funkhouser et al., 1995) Research also shows that after school programs that provide a wide variety of enriching and engaging activities make learning fun. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language. (*Safe and Smart: Making After-School Hours Work for Kids*) Effective collaboration between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). The analysis of State observation data (TEA ACE Evaluation Reports, 2013) showed the two instructional approaches used by ACISD to distinguish HQ ACE activities: **Clarity of purpose:** Activities are clearly designed to achieve explicit objectives. In the high quality academic enrichment sessions, the instructors clearly state the learning objectives and then lead students through a variety of learning activities related to those objectives. **Intentional use of time:** This feature is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. Materials will be ready when the sessions begin. Routines are worked into sessions so little time is wasted when students begin sessions and transitioned from one activity to another.

Continuous Best Practices: Effective collaboration between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. (de Kanter et al., 1997). ACISD will support and improve family engagement with the following **six research-based strategies** that 21st Century Community Learning Centers and other similar programs can use to improve their family engagement efforts (Bouffard, Westmoreland, O'Carroll & Little, 2011; Little, 2011).

- ✓ **STRONG will have adequate and welcoming space to engage families and students** by establishing a "family plaza" in which family members can find resources about the program and services in the community with welcoming signage at the center accessible in the languages spoken by the families served.
- ✓ **STRONG will establish policies and procedures to promote family and student engagement by ensuring;** a section on family engagement in their operations manuals, a family handbook, strategies for engaging families as part of the program quality standards; and at least one family open house per year.
- ✓ **STRONG will communicate and build trusting relationships by offering;** frequent and positive communication with family members; treating family members with respect; asking them about their own lives and interests, as well as those of the students in the program; and ensuring that interactions with family members are not solely in response to negative student behaviors or performance with a communications log to monitor the frequency.
- ✓ **STRONG will be intentional about staff hiring and training to promote effective participant interactions.** STRONG will hire staff who reflect the demographics of the families served and who are trained in respect for cultural differences, including an examination of their own biases to include ongoing continuous improvements with staff meetings.
- ✓ **STRONG will Connect families to each other, to the program staff, to schools, and to other community institution to support a more holistic approach to education—one that requires afterschool programs, schools, and families to partner to provide expanded opportunities for learning throughout extended learning.**
- ✓ **STRONG will help support families and their basic needs** by providing access to community resources to hosting forums and discussion nights to address topics of concern to families to providing training on leadership and advocacy. **Business, Parent and Student Councils** will be established at all centers to ensure engagements.

Schedule #16—Responses to Statutory Requirements (cont.)

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County-district number or vendor ID: 004901	Amendment # (for amendments only):
Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success.	
ACISD indicates below the various types of ACE program activities and how they will improve student academic achievement and overall student success. ACISD, Region 2 ESC and CIS have discussed activities with coordinated MOUs. These include but not limited to the following services:	
Character Building <ul style="list-style-type: none"> ✓ Mentoring Teachers: Master certified teachers will personally mentor 5-10 at-risk students ✓ Accelerated Instruction: ACE labs will provide grade, credit and homework recovery ✓ Dual enrollment: HS will be transformed into an Early College center for local and online credits ✓ Summer Learning: Summer remedial learning will increase promotion rates and state test scores ✓ Higher Expectations: College bound tours and culture will raise post secondary expectations. ✓ No Dropout Zone: Becoming a high school dropout will not be an option for ACE campuses ✓ Parent Workshops: Customized academic workshops will train parents on promotion, graduation, college and effective teen strategies to avoid common pitfalls. 	
College and Career Readiness Programs <ul style="list-style-type: none"> ✓ Grad Coach: Will build systems college bound processes for graduating students ✓ College Focus: HQ/HE teachers will individualize learning to ensure post-secondary success. ✓ Role Models: successful professionals in the community will build both motivation and inspiration ✓ College Networks: Post secondary training, preparation and workshops will be given by partners. ✓ Flagging Problems: Student tracking for problems will recover students and provide intervention. ✓ School Rigor: Rigorous curricula will align with Cloud and college bound climate past graduation ✓ Recovery Academy: Failing 11th or 12th graders will attend summer and weekend programs ✓ Graduation Prep: ACT/SAT, ACCUPLACER, college prep activities will help transition into IHE. ✓ Workforce Prep: Workforce training will help build both career planning and skills for real world 	
Academic Performance Assistance <ul style="list-style-type: none"> ✓ Top Teachers: HQ/HE teachers providing cooperative and shared classes to avoid burnout ✓ Embedded Learning (EL): Reading, Writing, Math and Science infused by enrichment academics ✓ Project Based Learning (PBL): project-based activities for group learning and showcasing work ✓ STEAMS: Targeted Tech, Math and Science instructional activities with hands-on learning ✓ IEP Incentives: Individualized rewards will encourage performance on grades and state exams ✓ Adult Classes: Creating ESL, GED and Computer classes for adults will inspire students 	
Enrichment Programs <ul style="list-style-type: none"> ✓ Place: Creative activities, caring staff with fun enrichment and student outlet for learning ✓ Motivation: Great attendees will get treats and drawings for prizes donated by community ✓ Parent Connection: Ongoing communication with parents/guardians to discuss attendance issues ✓ Bilingual Staff: Staff with English/Spanish speaking abilities will help large Hispanic population ✓ Home Visits: Home visits will be conducted to meet with absentee participants in their homes. ✓ College Tours: College Tour participation will be based on ACE attendance and performance ✓ Summer Camps: Summer Camps, and Career Field Trips will be reserved for active students ✓ Potluck Days: Special days will be created to give students their respective games or treats 	
Parents as Partners Programs (Family Services) <ul style="list-style-type: none"> ✓ IEP: Individualized Educational Plans will address behaviors and home life issues ✓ Personal responsibility: Students will develop personal responsibility to avoid victim mentality ✓ Clear Rules: Posted clear and consistent rules with consequences and rewards will set culture ✓ Leadership: Visibility of school leaders and college mentors will enforce safe positive ACE climate ✓ Positive Behavioral Intervention Strategies: PBIS such as Peer Mediation and Ropes Challenges ✓ Goal Setting: 9 winning concepts that help make better decisions and assist with life adversities ✓ Positive Influences: Speakers and workers will instill a positive mindset and increase self esteem ✓ Hero Program: Fathers and men as campus guardians will roam ASP on rotating schedule. 	
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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **004901**

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ACISD ACE Marketing

ACE will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, District TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work and pictures in the front of the school.

Campus Marketing

A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program, cafeteria recruitment will occur with an ACE table for special ACE student birthdays and event recruitment, monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and do home visits when appropriate.

Word of Mouth Marketing

The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. Hope for the *American Dream* will also inspire parents towards higher expectations. ACE will be a springboard for College.

ACE Partnership Marketing

Local college partnerships will use various outlet marketing strategies for ACE. Monthly newspaper features will explore career pathways and offers college readiness information to juniors and seniors. Colleges will go into schools giving out promo items, taking photos and video for ACE social media pages. The Colleges Public Relations Department will create ACE social media to connect and engage with the Coastal Bend community to include, social Media Directory, social Media Feed, Messenger, Virtual Reality Tours

Del Mar CC (DMCC) & Texas A&M Corpus Christi (TAMUCC) Marketing

The Marketing & Community Relations team of local colleges will provide expertise in key areas to the success of the program such as marketing, social media, public & media relations, event coordination, advertising, publications, design, and web administration. The Marketing & Community Relations Office will serve as the primary contact between DMCC and the news media to increase public awareness and understanding of DMCC. Additionally, DMCC/TAMUCC will assist in the creation, development, and promotion of partnerships between the college and the community. DMCC/TAMUCC's Marketing & Community Relations Office maintains the college's social media sites including Facebook, Twitter, LinkedIn and YouTube.

Region 2 ESC (ESC2)-ESC 2 will promote ACE through their marketing outlets to include Texas School Public Relations Association; National School Public Relations Association; Local News Stations

CIS- Steve Majors is the Vice President for CIS Communications. Steve Majors is a senior communications professional and media strategist with a diverse background in journalism, public relations and national nonprofit communications. Steve's expertise in media relations was developed by his experiences as a TV producer, first in major markets across the country, and then in New York where he held successive leadership positions at CNBC, MSNBC and NBC's Weekend TODAY show. CIS will promote and market ACE in their respective national markets.

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Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home.**ACISD ACE Busing Options**

ACISD will be providing customized busing transportation needs of participating students '*riders*' and will provide travel safely to and from the center(s) and/or adjunct sites and home for all students participating in the ACE program. Safe student travel from the centers to home will be ensured by strictly adhering to the forms, schedules, and rules clearly defined and outlined in ACISD policies. ACE will ensure a reliable and safe transportation process for all ASP participants.

These transportation services include:

- ✓ Certified bus drivers will manage the buses and student dismissal protocols will be stringently adhered to daily.
- ✓ Policy identical to the regular school process will be set for '*walkers*' who are age appropriate eligible to walk.
- ✓ **Walkers** may be required to be signed out by parents or authorized family members on certain days that get dark earlier, usually fall and winter, if a parent so desires.
- ✓ Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form.
- ✓ Also contained in the file will be the child's address and emergency contact information, and drop off schedule
- ✓ Busing copies will be maintained in the coordinators office.
- ✓ K-2 participants will wear an ID badge with their student identifying information for an undetermined amount of time until the student and bus drivers become familiar with their routes.
- ✓ Program attendance and bus privileges can be revoked if a participant is disorderly during the bus ride home.
- ✓ The transportation department will be kept abreast of discipline problems and can recommend termination.
- ✓ Bus drivers will maintain communication with site coordinators to report any behavioral issues. Busses used during ASP will meet all local and state inspection requirements manned with trained state certified ACISD bus drivers with emergency training procedures and first aid kits.
- ✓ In the event a delay or mechanical issue hindering transportation occurs, bus drivers will be required to communicate the situation with the program coordinator.
- ✓ Procedures will be in place for students to report to the bus pickup station or parent station upon daily completion.

Texas Busing Standards

ACISD/PAISD meets all Texas School Busing Standards set up by Texas Law for regular and disabled students. This law specification describes the requirements for school buses for the state of Texas. The 2011 Texas School Bus Specifications are effective upon final adoption of the Public Safety Commission. This specification is adopted as authorized under Texas Transportation Code Title 7, Chapter 547.7015, Education Code 34.002, and Texas Administrative Code, Title 37, Part 1, Chapter 14. The design of school bus bodies is to provide for the safety of pupils and for long range, maintenance free factors as required by Transportation Code 547.7015 and Education Code 34.002.

A copy may be obtained at www.txdps.state.tx.us/schoolbus/sbtexspecs.htm All public school buses (bodies and chassis) purchased or acquired after the effective date of this document which are owned, operated, rented, leased, and/or contracted for by any public school board (including open enrollment charter school) and private school in Texas, to transport children to and from school or school-related events, and shall: a. Meet or exceed the minimum requirements of these specifications; b. Meet all applicable Federal Motor Vehicle Safety Standards. Equipping buses to accommodate students with disabilities is dependent upon the needs of the passengers. While one bus may be fitted with a lift, another may have child passenger restraint systems. Buses so equipped are not to be considered a separate class of school bus, but simply a regular school bus that is equipped for special accommodations. Buses equipped for students with disabilities shall meet all the requirements of the chassis and body sections as well. If by addition of a power lift, mobile seating device positions or other modifications, the capacity is reduced such that vehicles become MPVs, the intent of these specifications is to require these vehicles to meet the same specifications they would have had to meet prior to such modifications, and such MPVs are included in all references to school buses and requirements for school buses which follow. Any parts or components not specifically mentioned below, but which are required to provide a complete operating unit, or which are standard for the model offered, shall be included. Body and chassis manufacturers shall be responsible for installation/modification of all equipment and ensure equipment conforms in strength, quality, and workmanship to accepted standards of the industry, State Specifications, and Federal Motor Vehicle Safety Standards of all equipment installed when the bus leaves their facility. The distributor/dealer shall be responsible for installation/modification of all equipment and ensure equipment conforms in strength, quality, and workmanship to accepted standards of the industry and State Specifications and Federal Motor Vehicle Safety Standards of all equipment added by the distributor/dealer.

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Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Placing Volunteers

ACE plans to use qualified volunteers in activities carried out through the community learning center specifically with early childhood activities that require reading stories, art, music, and chess and mentoring one on one building projects through Home Depot/Lowes for high at risk students who need a caring adult. These volunteers will be College Students, Graduate Practicum's, Winter Texans, AARP workers and other senior volunteers with collaborations with Elderly Day Centers such that will help provide qualified senior volunteers volunteering in their areas of expertise.

STRONG Required Training

The required training for all volunteer workers and staff will include at a minimum a standard childcare workbook for working with children, appropriate immunization shots, CPR first aid training, staff development training, and a background check. The ACE Volunteer as per Texas Education Code, 22.053, (b) defines a school district volunteer as "a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses." Volunteers, chaperones on all school sponsored trips, booster club members, and PTA/PTO members need to fill out a volunteer application if they will have contact with students or will volunteer during school hours. Anyone interested in serving as a ACISD school volunteer for the school year must do the following:

1. Submit a completed, on-line volunteer (campus clearance) application including a criminal history release form. Applications are available on the ACISD website. A Social Security Number may be requested in order to verify criminal history records. District Policy GKG (Legal) requires a criminal history record of all school volunteers.
2. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison.
3. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an "Authority to Report to Volunteer" which allows the volunteer to begin service.
4. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer.
5. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student.
6. Volunteers will follow the set ACE policy and procedures in alignment with standard ACISD protocol for all students, parents and teachers.

STRONG Volunteer School Safety Practices

ACE Campus safety includes: reducing the number of open doors that are accessible to outsiders once the normal school day has ended; Providing highly visible coordinators and security personnel with well lit areas for daylight savings time; Concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; Targeting most appropriate spaces for functions with safety considerations; Gating off sections of the building not being used; Allowing a one way entrance into programming schedule through main office; Building specific security requirements for partners to use school facilities; Keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures, and related issues with training provided for all emergency codes; Providing adult supervision for increasing adequate after-school and weekend facility; Developing, testing and training staff on emergency/crisis preparedness guidelines for after-school and weekend hours t include inclement weather and bomb threats; Including coordination with public safety agencies for after-school and weekend situations; Ensuring surveillance cameras to deter and record activity, keycard access to control staff access to restricted areas, locks and alarms for high-value and high-risk areas, communications equipment for custodial personnel and activity coordinators, access to phones for after school users to use in an emergency, adequacy of interior and exterior lighting (including parking lots), and related strategies; Posting program expectations and creating the rules for behavior with strict adherence to the consequences; Developing a parent discipline contract that allows for behavior agreements.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **004901**

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STRONG SUSTAINABILITY PLAN

STRONG Grant	College District	Non-Profit Community	STRONG Partners/Network	STRONG Councils	STRONG Businesses
	25% Goal	10% Goal	15% Goal	5% Goal	5% Goal
Partnership building and investment stage; period to integrate into community	Labs/Ed ESC 2 Title 1/SPED Migrant Funds Grants Transportation Classrooms Outreach Programs TRIO Center DMCC/TAMUCC Camps Campus Funds	Workforce Board Youth Dev Funds IHE Support Work studies PTO/PTA HS Mentoring College Tutoring CSL Projects TEA/ED Grant Coordination Workforce Solutions United Way	Childcare Licensing Chess Federation Adult Ed. Classes Nutrition Program Collaborations Site visits Communities in Schools CIS CTE Programs TAMUCC Dept of Ag. GEARUP	Fundraising Scholarships Chess clubs ACE stores Community Events CAC Support Recruitment Advocacy Leadership Sponsors Walls of Fame	Donations/contributions Sustainability support CSL Projects ACE Champions Camp T-Shirts School Supplies Back Packs Hair Cuts Incentives CODE Awards

The ACISD/PAISD ACE Sustainability Plan will target future development beyond the grant cycle with signed ACISD/PAISD Board letters of support with 100% signatures (see *Appendix-Board Letters*). The Sustainability Plan will align with ACISD/PAISD initiatives for sustainable non-regular school hour elements to include but not limited to the following; Academics, Enrichment, College and Career Prep and Family Services. DMCC, ACISD/PAISD, TAMUCC, CIS, WFS and ESC 2 have supported the 21st CCLC proposal as the community embraces the need of the program specifically for single working mothers. ACE STRONG will begin with 7 sites and will eventually model a school/college partnership for after school services for the entire Coastal Area schools. The chart above indicates the preliminary plan for how the community learning center will continue after grant funding ends. Compiled leveraged resources and purchased equipment for 21st CCLC usage from years 1-5 will account for less than half of the programmatic structure for years beyond the grant cycle. Further ACE resources will undoubtedly need to come from the community itself in order to sustain the program. Funding amount for the ACE program beyond the grant cycle will begin at 60% of the currently proposed budget (years 1-5). Sustainability requires commitment from various funding streams, a network of community partnerships, a strong parent council and the efforts of 15 Community Advisory Council (CAC) members working together. In years 3-5, ACE will split fund staff to 90% 21st CCLC funds so that they can then pursue additional funds without violating the federal grant rules of no fundraising. Meanwhile, all CAC partners will meet quarterly in forums to discuss the progress of the grant to ensure quality. ACE will work diligently in years 1-5 to demonstrate such a great community integrated program that closing its doors will not be an option. **After 5 years, ACE plans to have additional 60% in acquired services, resources and in-kind support with the strategies indicated in the chart below with the ACE Key to sustainability, "Do not place all your eggs in one basket!"**

Grant Commitment- ACISD/PAISD will ensure that all project participants remain committed to the project's success as all Board members have signed off on the required priority support letter to TEA (Appendix B). This support indicates that ACISD/PAISD is ready for the design changes and will engage in the required services that will allow the campus to meet grant goals and objectives. The administration has invited the community to participate in the design of the grant creating a stronger ownership of the design and making the commitment even greater. Teachers will be compensated for the added extra duty work and will agree to extra duty pay for the benefit and welfare of ACE success. The added Business Partnerships targeted will sustain the extra duty pay, personnel and incentives for ongoing improvements. A new culture and climate of excellence towards College and Career Completion further increasing grant commitment. ACISD/PAISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. ACISD/PAISD staff: Were presented ACE plan; Were included in design elements with central office design team; Were given opportunity to participate on voluntary basis; Will submit contract and application that fulfills ACE completions per semester; Will receive set stipends for extra duty pay with understanding of expectations based on design of ACE. All ACISD/PAISD administration have signed a must sustain ACE MOU with partnerships.

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Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Coordination: A key strategy for Project ACE is to coordinate federal, state, and local programs with the proposed program for the most effective use of public resources. Partnership coordination includes but not limited to the following partnerships (see Appendix A for all MOUs);

- ✓ **Local:** Businesses, Faith Based Organizations (FBO) to include Churches, City Government and Community Based Organizations (CBO) such as Communities in Schools, Boys and Girls Clubs and Community Development Corporations (CCDC) will work together to provide the resources and incentives that are typically not allowed by grant funds to create a dynamic and motivational college going culture are ACISD. ACE will also deploy large volunteer services and resources; Community in Schools for social work case management; PEIMS Coordinator for evaluation support; student and parent organizations; and more importantly the school itself as the program will not be a standalone program but an extension of the school day so that funding such as Site Coordinators will work closely with community partners to leverage funds for the most effective use of public funds including the training and development of a Community Task Force (CTF) for each district.
- ✓ **State:** Institutions of Higher Education (IHE) will provide personalized college tours with access to college events, college work studies for mentors, dual enrollment opportunities during ACE time while ACISD will make available state dollars to include TEA focus grants, SIRC Funds, and ACISD budgets that supplement ACE support. Title funds, migrant and special education resources can be utilized for maximum funding for the ACE. Shared resources such as the sharing of TA support during the ACE transitions helps reduce the student to adult ratio and keeps the program snack time and homework time smooth and productive.
- ✓ **Federal:** Grant coordination with other IHE Outreach services such as federal TRIO Programs (Talent Search, Upward Bound), GEARUP, Reading Initiatives, Persistently Low Academic Performing Schools (PLAS) and Grants, SES programs;

Supplementing Existing Services: **STRONG** incorporates new supplemental innovative services for both the students and their families that need the extra time on task or need a non-traditional format for learning. Each ACE course is unique and appropriate for the level and understanding of the student and can have numerous diversified lesson plans all culminating with raising student achievement. All classes are STAAR aligned with quality lessons and teachers aimed at holistic level education impacting the child beyond just grades or STAAR scores. Before School will include Reading Clubs, Homework Club, Open Labs and Chess. After School and Summer Camps will include Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. Weekends will include CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. Year Round Family Services will include Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Café, Extended Library Hours, Science Nights, Academic Fairs. Quality ACE Professional Learning Opportunity plus online support; greater Teacher and Student Attendance; Tutorials for at risk/ Low Performing students (LP) ; Data Disaggregation and Item Analysis Training; Participate in summer curriculum vertical alignment; End of Course STARR test training; Common planning periods ; workshops for core areas; Leadership Mentoring ; before and after school to extend learning day; Incentives for group performance in after school tutoring activities ; parents trained in their children's academics with home visit events; cooperative learning; project based learning; enrichment personnel to support ASP ; Before School and summer school support ; Parent and Community evening events to engage academic support ; Technology Support with ACE PD tech labs for teachers; Saturday events for PD, Parents and students ; Parenting Skills Classes; Awareness through Outreach to solicit family and community involvement ; Partnerships with community; Family Communication Links with Phone, internet and website; Coordination with local social and health service providers to help meet family needs; Adult parent education classes (including GED, adult literacy, and ESL programs); Meet the Teacher/Staff event; college STEAMS Events; Partnerships for incentives; Parent Workshops ; Cyber Space Safe Parent.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID 004901

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Rock Port-Fulton High School 1801 Omohundro Street Rockport, Texas 78382		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
		9-digit campus ID number: 004901001					
		Cost per student \$					
		"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 2		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Rockport-Fulton Middle School 1701 Colorado Avenue Rockport, Texas 78382		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 004901041					
		Cost per student \$					
		"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Fulton Learning Center 314 N 6th St Fulton, TX 78358		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 004901101					
		Cost per student \$					
		"Regular" student target (to be served 45 days or more annually): 250		Parent/legal guardian target (in proportion with student target): 125			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 004901				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Live Oak Learning Center 31 Griffith Drive Rockport, Texas 78382		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	004901103			
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):	300	Parent/legal guardian target (in proportion with student target):		150
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Little Bay Primary 2000 Hwy 35 North Rockport, Texas 78382		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	004901102			
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		75
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Olsen Elementary School 100 S. Station St, Port Aransas, TX 78373		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	178908101			
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		60
	Feeder school #1		Feeder school #2		Feeder school #3
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **004901**

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Brundrett Middle School 100 S. Station St, Port Aransas, TX 78373		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	178908041				
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Port Aransas High School 100 S. Station St, Port Aransas, TX 78373		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	178908001				
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		50	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 004901			Amendment # (for amendments only)	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
	9-digit campus ID number			
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 004901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets.

STRONG Grant Management

Both Mr. Patek and Mrs. McKinney have endured the post recovery of Hurricane Harvey and understand the difficult challenges the Coastal area is faced with in restoring high quality education. Through their leadership, STRONG will have an effective and coordinated grant management process, center operations, and corresponding budget plan that will help meet the program objectives and student service targets. STRONG has many experienced Grant Administrators with years of grant management with college and district grants who will be providing oversight to the 21st CCLC grant. External Consultants such as the evaluators will have extensive 21st CCLC Director, Site Trainer, Program Evaluator and Consultant experiences with various funded proposals across America. STRONG's approach to monitor student progress on an ongoing basis will be done by all stakeholders. The FTE Project Director (PD) will use a "Continuous Evaluation Model" to ensure continuous feedback and continuous Improvement of the program. Teacher observations will be conducted on a daily basis by Site Coordinators (SC). STRONG will be aligning the regular school day Instructional program to afterschool instruction to ensure a continuous flow in learning and resources and receiving full support from principles (*See Appendix G-Campus Support Letters signed by principal and all campus staff*). Student progress will be measured at the end of the 2018-2019 school year. In addition, staff will hold weekly meetings with campus and center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry into the TX 21ST Tracking System. Program Assistants will help inputting daily reports of required information entered by each site. The Site Coordinators will submit the required Import during the fall and spring terms to measure student academic progress. The Director will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement and will communicate with all community stakeholders on a regular basis on grant progress.

STRONG ACE Operations

STRONG will be in operations for a Total of 40 weeks @ 20 hours per week, per center with a Summer Program of total of 6 weeks @ up to 7 hours [min. 4.5 hour] per week, per center. Campus doors at STRONG open at 7:00 am when the school day begins. The first bell rings at 8:05 and the day ends at 3:15 for elementary, 7:40 am for middle school ending at 2:50, and from 8:50 am to 4:00 pm for high school students as well. STRONG will extend the day to 7:00 pm to accommodate the needs of the students and working parents. The schedule development process required the involvement of STRONG administration and stakeholders including campus principals, counselors, Curriculum and Instruction Directors, community members and parents. ACE proposes a 40 weeks per year program with 5 days per week for Fall and Spring (34 wks.); 5 days per week (6 wks.) for summer and weekends reserved for events, CSL Service or college tours.

STRONG Program Hours Meet Needs for Program Objectives

Day(s) of the Week	Fall Term (16 wks.) 9/1/18-12/21/18	Spring Term (18 wks.) 1/14/19-5/17/19	*Summer Term (6 wks.) 6/3/19-7/19/19
Student Services	Monday-Saturday	Monday-Saturday	Monday-Friday
Adult Services	Monday-Friday	Monday-Friday	Monday-Friday
Family/City Events	Saturday	Saturday	Saturday

STRONG proposes 16-20 hours per week for serving students and adults

Day(s) of Week	Fall Term (16 wks.) 9/1/18-12/21/18	Spring Term (18 wks.) 1/14/19-5/17/19	*Summer Term (6 wks.) 6/3/19-7/19/19
Monday – Friday	7:00 - 8:00 am 2:50 - 7:00 pm	7:00 - 8:00 am 2:50 - 7:00 pm	8:00am-3:00 pm
Saturday	8:00 am – 12 noon	8:00 am – 12 noon	8:00 am-1:00 pm

Grant Funds

The STRONG Budget Plan will meet the program objectives and student service targets by meeting all required personnel, meeting all performance measures and remaining at approximately ½ of the \$1,000 allotment per student at all sites for the 40-week period and will apply the continuous effectiveness model for achieving program objectives.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **004901**

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality.**STRONG Evaluation Plan (See Appendix for Complete Evaluation Plan and Extensive Resume)**

Dr. Noe Ramirez, selected ACE Evaluator and UTRGV Professor in Social Sciences with over 32 years of educational experience and various successful 21st CCLC program evaluations across South Texas, will spearhead the evaluation of the 2018-19, 21st Century Grant Cycle 10 **STRONG** Program being sponsored by ACISD/PAISD in conjunction with the (10) campuses. As defined by the Texas Education Agency (TEA), the ACE evaluation will document the program's implementation year (Cycle 10 Year 1) through the fifth (5th), and final, a requirement as per the Prime Blueprint for Evaluation of ACE (Version 9). The ACE IT will build on the BASIC evaluation of the program's operation which will begin during AY 2018-19. A major aim of the Evaluation report is to present an evaluation that is empirically-driven—one based on data generated by ACE activities. Findings are presented in relation to the grant's purpose and objectives corresponding to four (4) program components: (1) academics assistance; (2) enrichment; (3) family and parental support; (4) college and workforces/career readiness. Activities under these components comprise the primary ACE intervention. They target the grant's five major objectives, structured within the Critical Success Model (CMS), of improving: (1) Academic Performance; (2) Attendance; (3) Behavior; (4) Promotion; and (5) Graduation Rates. The data analysis, using various procedures, will lead to the formulation of findings, utilized to identify and discuss recommendations for resuming its operations in subsequent AYs without 21st Century Grant support. Through most of the program's implementation, mixed evaluation methods will be used with quantitative and qualitative data collection and analysis. Data will be collected on students' demographics, ACE activities under its four components (the intervention), and outcome indicators of academic achievement (i.e., grades, absenteeism, behavioral/suspension problems, promotion & graduation) to evaluate the extent to which the grant objectives were achieved during an Academic Year (AY) and, in the final report, the extent of objective achievement in meeting the Cycle 10 grant objectives. BISD Data will also be collected from multiple sources, including academic achievement indicators, parents, instructors, project coordinators, and students, to evaluate academic achievement and views regarding the districts' afterschool program. For the first AY 2018-19 evaluation quantitative data will be used primarily to document the program outcomes for the AY as supported with qualitative data derived from consultations with the project director and program staff and this evaluator's knowledge of the program from previous data collection, i.e., with focus groups. The findings will suggest the program's outcomes, with respect to the meeting the grant objectives for the current AY 2017-18, with ranges from Moderate to High Achievement levels of achievement. The evaluation will be important to consider the program's continuation in view of having met grant objectives and the positive impact it has had on supporting student academic achievement through afterschool activities.

Improving Program Operations with Quality Refinements: ACISD/PAISD will provide an evaluation plan that provides concrete program evaluation results to be used to improve program operations and quality. **STRONG** will utilize the formative evaluation processes outlined in the application to provide for the identification and correction of problems throughout the duration of the grant project. Program refinements and assessments will be the driving force behind program changes, new strategies, and instruments used for academic achievements. The program will also rely on existing instruments and district strategies that help guide key administrative decisions in improving the program. **Monitoring:** Demographic and attitudinal information will be gathered from program participants, parents, staff, collaborating agencies, and the community. Program staff will monitor the academic progress attendance, discipline referrals of students, project absence reports, behaviors, motivation and self-esteem. Timely assessment schedules and database programs will help site coordinators with input of course scheduling, student contacts, and attendance reports. Student files will be created at each campus for after school purposes, which will include academic plan, emergency contact information, immunization upkeep, and health awareness instructions. **Effectiveness Indicators:** Site Visits, Observations, Videos, Pictures, Database reports, Staff Meetings, Project or TEA Evaluation instruments, teacher surveys, design includes processes for collecting data, including program-level (i.e., program activities, number of students served, etc.) and student-level academic (e.g., achievement results, attendance data, etc.).

Reliable Measures: Interviews, surveys and meetings with students, parents, program staff, representatives from collaborating agencies, Program Advisory Panel members, and members of the community will provide anecdotal information to determine program improvements. Special monthly forums will allow program personnel attitudinal information and program evaluation by first hand demonstrations of student work, parent surveys, event evaluations, and advocacy workshops. These forums will occur every month at rotating sites. All council members, staff, business partners and program participants will be invited to attend. **Effectiveness Indicators:** Monthly project forums, PTO/PTA meetings, Campus staff meetings, Site Based Committee input and documented parent contacts.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 004901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 004901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 004901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 004901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 004901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 004901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 004901		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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